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ABSTRACT

This practicum paper presents a thematic K-12 social studies curriculum to meet an expressed need of social studies teachers of a school corporation to upgrade the teaching of social studies. The teachers wanted the subject to be more relevant to students' lives and to incorporate a more holistic approach. Content overview of the K-12 currriculum include: (1) Grades K-3: "Fundamentals of Social Studies"; (2) Grade 4: "State History, Geography: Continuity and Change"; (3) Grade 5: "Issues Around Us"; (4) Grade 6: World Studies, Asia and Oceania"; (5) Grade 7: "World Studies, Europe and Africa"; (6) Grade 8: "World Studies, The Americas"; (7) Grades 9 and 10: "American Studies"; (8) Grade 11: "World Civilizations"; and (9) Grade 12: "Principles of American Democracy" (one semester) and "Social Action" (one semester). The six themes identified as the focus of study are resources, interdependence, adaptation, identity/culture, citizenship/social action, and conflict resolution. Includes recommendations for each grade level's course of study. (EH)

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ED 405 271

# Global/Local Linkages: A Thematic K-12 Social Studies Curriculum

by

Paul Haakenson
Chris Huber
Delores Archaimbault
Evelyn Horn
Sun Joo Kang
Winston Leong
Ya-chen Su

Indiana University

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# Foreword

This curriculum is in response to the demand by teachers in Center County that the teaching of social studies be locally controlled; have more relevance to students' lives; incorporate a more holistic-based approach, and include a service-learning component. The curriculum we propose attempts to empower students with the knowledge and skills to act responsibly and effectively as good citizens within our democratic society.*

The structure of this curriculum is thematic, so that all students at all grade levels are learning different skills and knowledge in a stepping-stone fashion under the same themes. Under this framework, students in grades K-12 will develop the capacities to become responsible and informed citizens and respect the multicultural nature of the world in which we live. They will develop the skills and discrimination necessary to become effective decision-makers in a democratic society. They will learn the values and behaviors which we use to view ourselves. They will know about other peoples and their lifestyles abroad. They will have opportunities to practice what they have learned, so that what they learn in school carries over to real-life. They will learn to take care of themselves and their community.

Although the curriculum outlines and makes suggestions for what students should learn and when, it allows and encourages teachers to maximize their pedagogical creativity through a variety of primary sources and evaluation techniques. Whenever and wherever possible, teachers will have at their disposal the means to bring students into closer contact with intriguing people, special places, powerful ideas, significant trends, crucial turning points, controversial issues, and other things that make the social studies such a rich field to study.

We hope the public responds with the same amount of enthusiasm we hold for this project. We believe that the K-12 social studies curriculum outline in this Commission Report holds promise, that the substance of this curriculum will strengthen and enrich social studies education in Center County schools, and that it will empower students in becoming quality citizens.

* This curriculum was created for a Fall, 1995 class at Indiana University entitled, "The Nature of the Social Studies." The assignment required that those enrolled act as though they were members of a Commission of Social Studies asked to develop a new K-12 social studies curriculum for a school corporation.

## Definition of Social Studies

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world through a curriculum that fosters values formation, social action, and responsible participation.

Adapted from Expectations of excellence: Curriculum standards for social studies. Washington, D.C.: National Council for the Social Studies, p. vii.

## The Commission Report: Underlying Assumptions

1. The creation of this Commission Report grew out of an expressed need by the social studies teachers of the Center County Community School Corporation to upgrade the teaching of social studies. They wanted social studies to be more relevant to the lives of the students. In addition, they wanted to find ways in which to incorporate a holistic-based approach and to include a citizenship/service learning component to the classes.

2. This commission has been convened to:
   a) gather input from social studies teachers;
   b) assess the needs/problems of the Centerville community;
   c) plan and develop the K-12 curricular framework;
   d) pilot test parts of the framework in classrooms;
   e) make revisions of the framework & begin dissemination;
   f) begin training sessions and teacher support activities;
   g) evaluate and continually make adjustments in the framework.

3. The members of this commission will stay on for 2-3 years to conduct an evaluation of the social studies program and to continue training with teachers. This will include observations and continued dialogue with the Centerville community on how to improve the civic competence of students.

4. The work of the commission is being supported by an enormous grant from an unnamed source, which is interested in putting the work of curriculum development back into the hands of each community.

5. It is impossible to cover everything in a given discipline, given the limitations of time. We feel by exploring certain topics in more depth that "Less is More."

6. We believe that the "Expanding Horizons" curriculum for the elementary social studies is obsolete.

7. Four years of social studies is required in high school.

8 Present trends within Indiana are also reflected in Center County Schools, as discussed in an interview with a Indiana Department of Education Representative (see Appendix). There are on-going discussions in Center County about possible moves toward block scheduling in the middle and high schools, which might create social studies/language arts interdisciplinary blocks.

## The World In Which We Live

Students of Center County are growing up in a rapidly changing world. No longer is the country we live in an isolated place; transportation and technology has bridged the gap of time and distance to link us to others in faraway lands through markets, households, business and industry, religion, family, politics, education, entertainment, arts, music, sports, language, and many other areas which affect our daily lives. Global interdependence will only become more necessary as we approach the twenty-first century, and the kinds of skills and knowledge needed to understand societal changes and function productively within this world are becoming increasingly more important.

The face of America has changed. The country we live in is no longer the intimate community it used to be where people cared and depended on one another. The fabric which used to hold rural and urban communities together is unraveling, only to be replaced by the proliferation of crime, violence, drugs, and increased racial strife. Though our economy continues to expand, many are still trying to find work, and those who have succeeded are frequently forced to choose between a low-paying job, a job falling below their qualifications, or no job at all. The family has changed dramatically; stable and happy marriages which were once a part of the cornerstone of the American Dream are fewer now with single-parent households and divorce rates rising at alarming rates. Though our standard of living still remains the highest in the world, it is now a necessity that both the husband and wife enter the workplace and combine their incomes, leaving children at home alone to care for themselves. Our social classes are changing as well; while the rich continue to occupy the upper echelons of American life, those in the middle are pushed farther down, contributing to a growing lower-class. The kind of citizen needed must possess a unique knowledge base and set of skills unlike any other preceding generation.

Globally, we are undergoing significant social changes: The decline of communist regimes in places like Eastern Europe and Russia in favor of the move to more independent and democratic states represents powerful social change in governance and political power. More and more, countries with markets previously closed off to foreign imports and investments are opening their doors to new economic opportunities. Ethnic and religious groups whose warring histories date as far back as 2000 years still cannot live together and share the same space. The presence of major social problems such as hunger, poverty, crime, war, civil unrest, epidemic disease, and environmental pollution are problems which will not disappear with the snap of a finger. These changes will affect our children in profound ways. It is imperative that the younger generation become aware of the constantly changing world in which they live and be equipped with the ability to adapt to whatever changes they will have to face in the future.

Students lacking a formal understanding of themselves and the world in which they live are setting themselves up for a life one step behind the pack. A proper grounding in social studies allows the individual to understand the complexities of social phenomena while providing them with the tools to become responsible citizens and productive members of society. The social studies, more than any other area of study in grades K-12, respond to meet the demands of a growing and changing world.

## Broad Goals for the K-12 Social Studies Curriculum

Through the social studies curriculum, students should be able to:

- get involved in the decision-making process in the classroom, school, and community;
- participate actively through community service or service-learning projects;
- understand the responsibilities we have as citizens in the community, nation, and world;
- see the connections between the social studies and the other disciplines;
- gain a common core of knowledge;
- develop the skills which will help with life-long learning
- utilize critical thinking skills;
- use problem solving skills to resolves conflicts or propose solutions to problems on the local, national, or global levels.
- develop basic study skills and critical thinking skills including clarifying a problem, judging information, drawing a conclusion, making a decision;
- identify complex sets of causes to explain events and historical changes rather than accepting simplistic explanations;
- recognize and generate alternate explanations for events and social change;
- recognize the need for and dangers of generalization;
- generate explicit criteria for judging events, decisions, relationships, and historical changes, and make judgments in terms of those criteria;
- weigh the consequences of decisions made by individuals;
- be familiar with the democratic process and how to initiate action using the proper channels;
- assess the impact of policy-decisions on the common good;
- separate themselves from their private interests in favor of the public good;
- be aware of their relations to other institutions in society;
- act responsibly and effectively within the confines of the law;
- respect the diversity of different peoples and cultures;
- develop a full understanding of self;
- comprehend the fragility of the environment;
- view the world from a global perspective;
- describe the roots of our national heritage; and
- think intelligently about important constructs such as truth, justice, and the common good

# Content Overview of K-12 Curriculum

**Primary Grades**

| | |
|---|---|
| Grades K-3 | Fundamentals of Social Studies |
| Grade 4 | State History, Geography: Continuity and Change |
| Grade 5 | Issues Around Us |

**Middle School Grades**

| | |
|---|---|
| Grade 6 | World Studies: Asia and Oceania |
| Grade 7 | World Studies: Europe and Africa |
| Grade 8 | World Studies: The Americas |

**High School Grades**

| | |
|---|---|
| Grade 9 | American Studies |
| Grade 10 | American Studies |
| Grade 11 | World Civilizations |
| Grade 12 | Principles of American Democracy (one semester)<br>Social Action (one semester) |

## Distinguishing Features of the K-12 Curriculum

### I. Thematic Framework: The Six Themes

This framework embodies a thematic focus culminating in a capstone activity. Starting in kindergarten and progressing through twelfth grade, students will be taught skills and knowledge under the themes of: *Resources, Interdependence, Adaptation, Identity/Culture, Citizenship/Social Action, and Conflict Resolution.* The last semester of senior year will culminate in a capstone activity in which the students will demonstrate their mastery of knowledge and acquisition of skills in a participation activity within the community. Though the teacher will make possible as many opportunities as possible for the application of learned material within the classroom, this service-learning component adds further meaning and relevancy to the student's life.

***Resources***

This refers to the fragility of our environment and the limited number of resources the environment has to offer us. The need to protect our environment and conserve our world's resources so that each successive generation may have a sustainable future is something all individuals must embrace. Our curriculum teaches students the concepts of scarcity, unlimited wants, costs and benefits, and conservation. Disciplines that address these ideas are geography, economics, and social problems. This themes is also related to students' concern for preserving the world in which they live.

***Interdependence***

We are moving toward a more interdependent age where isolationism is becoming anachronistic. With advances in such areas as computer technology, medicine, telecommunications, and transportation, the flow of trade, information, knowledge, international aid, and ideas across cultures will be facilitated easily. Our curriculum makes students aware of global interconnectedness and unity, the benefits of dependence, and cooperation. Disciplines that address these ideas are geography, global studies, economics, and history. At the students' level, this theme is related to their desire to get along with others and to cooperate in a mutually beneficial way.

***Adaptation***

One enduring element of the human race has been its ability to endure and adapt to changes in life. Through war, depression, prosperity, stagnation, and peace, the toughness of human beings has been the common denominator. Disciplines which address the stability and adaptability of mankind are history, anthropology, sociology, and

psychology. This theme is of particular importance to students. From Kindergarten to the twelfth grade, students go through phenomenal changes, in physical, intellectual, social, and emotional levels. Thus, this theme can also be used to relate these individual concerns about change to changes in the world generally.

***Identity/Culture***

Fundamental to knowing who we are is knowing the roots of our heritage. Equally important is becoming familiar with assimilated groups of people within our own culture whose origins lie in other countries. In order to understand the multifaceted nature of our global society, students must also be familiar with cultures outside the United States. Disciplines that address the ideas of national identity and ethnic diversity are history, sociology, geography, and anthropology. The theme can be used to relate to students' conceptions of their identity as human beings and their cultural identity as well.

***Citizenship/Social Action***

Central to the field of social studies is the idea of citizenship. Our curriculum will teach students how to become responsible members of society through democratic practices, values, and behaviors. Further, the citizenship component of the curriculum will place emphasis on civic participation in the democratic processes - how to initiate change; to voice opinions constructively; propose and oppose legislation; make informed decisions based on fact; respect the will of the majority and the common good; and to protect individual rights. Our students will also respect and understand the Constitution as the supreme law of the land and as an ideal framework of a democracy. Disciplines that address these ideas are history and political science.

***Conflict Resolution***

More and more, violence and aggression are quickly becoming part of American school culture. Individuals unequipped to handle belligerent situations are putting themselves in a position to be physically and emotionally harmed. Students need to learn how to resolve conflicts and act socially responsible. Equally important is that students be aware of conflicts on a global scale and recognize that conflicts on a macro scale have their origins in much the same fashion as conflicts on a micro scale. Disciplines which address the ideas of empathy, treaty-formation, turn-taking, violence-prevention, rational discourse, mediation, peace-making, and resolution are political science, history, and social problems.

## II. Flexibility in implementation

Teachers can create their units of study as:

- thematically-based (i.e. a 5th grade unit on interdependence which examines the past and present international influences on Centerville);
- geographically-based (i.e. a 7th grade unit based on life in Eastern Europe, followed by one on Northern Europe);
- chronologically-based (i.e. an 10th grade unit which focuses on America in a historical examination leading through present problems, political, economic, and cultural)

## III. Emphasis on decision-making skills

Our framework emphasizes the importance of critical thinking and decision-making skills in the development of an effective citizen. Our students will learn to detect what is important versus what is unimportant; to recognize the logic and illogic in an argument; to make wise decisions based on facts as opposed to rumors; and to be aware of attempts to appeal to emotions as opposed to reason.

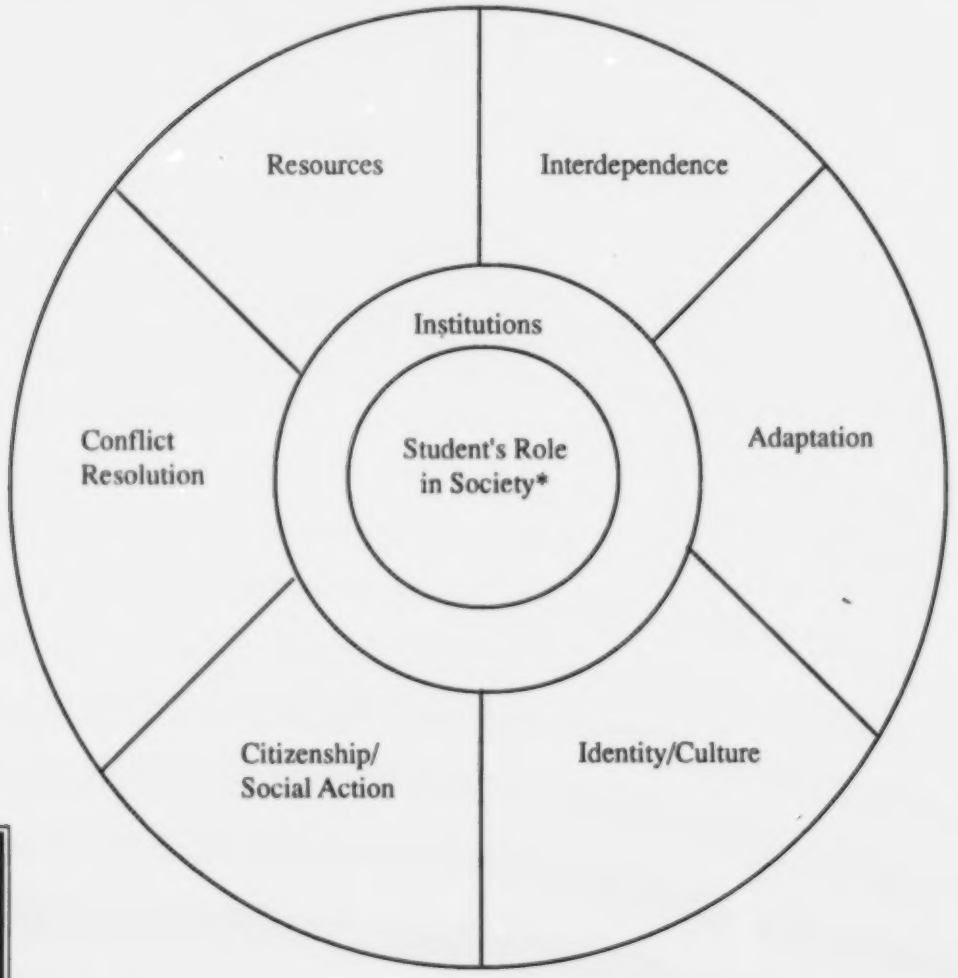
## IV. The philosophy that less is more

Our framework places significance on the qualitative versus the quantitative study of subjects. The superficial skimming of many subjects will be replaced with the in-depth study of fewer subjects. Students will learn specific subjects in greater depth and not scratch the surface of so many topics within a limited period of time. Students will use a variety of non-textbook sources and be allotted enough time to understand what they are studying in rich detail.

## V. Practice for skills

Giving students numerous opportunities inside and outside the classroom to practice the skills they learn in school is vital. Students need some way to make knowledge and skills relevant and alive. Inside the classroom, we encourage teachers to provide opportunities for students to apply their knowledge and skills through realistic simulations. Outside the classroom, we encourage schools to provide opportunities for students to participate in their community through service learning.

## Graphical Representation of the Thematic Framework




* Roles would include:
- Family member
- School member
- Community member
- Cultural group member
- National member
- World citizen

Adapted from:
Beane, J. A. (1990). A middle school curriculum: From rhetoric to reality. Columbus, OH: NMSA.
Kniep, W. M. (1989). "Social studies within a global education," SocialEducation, 53 (6), 399-403, October, 1989.

# Cone Model for Curricular Themes in the K-12 Social Studies Curriculum

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## Thematic Framework

| Student Concerns | Curricular Themes | Social Concerns |
|---|---|---|
| Preserving the World They Live in | **Resources** | Environmental Protection |
| Cooperating in a Mutually Beneficial Way | **Interdependence** | Global Interdependence |
| Understanding Changes and How to Adapt to Them | **Adaptation** | Living in a Changing World |
| Understanding Identity and Cultural Identity | **Identity/Culture** | Understanding Cultural Diversity |
| Taking Responsibility for Self and Others | **Citizenship/Social Action** | Responsibility for Others (Local, National, Global) |
| Learning How to Resolve Conflicts and Act Socially Responsible | **Conflict Resolution** | Global Conflict |

*Adapted from:*

Beane, J.A. (1990). A middle school curriculum: From rhetoric to reality. Columbus, OH: NMSA.

Kniep, W. M. (1989). "Social studies within a global education," Social Education, 53 (6), 399-403, October, 1989.

## Evaluation

It is not enough to hope to alter the content and teaching methods of the social studies curriculum without making efforts to change the methods by which student work is evaluated. In the present state of the social studies curriculum, written tests often dictate the content taught. This deprives students of the opportunity to think critically, solve problems, and make decisions. In order to foster further intellectual growth in the students of Center County, traditional evaluation practices need to give way to methods of authentic assessment.

The following methods of assessment are suggested:

-portfolio-based assessment
-dialogues
-response journals
-journals
-self-evaluation
-kid watching (As described by Yetta Goodman, whole language advocate)
-video portfolio
-student presentations
-rubrics
-essays
-student projects

There are other methods of evaluation not listed here that are conducive to the type of active learning necessary within the social studies classroom. Teachers who promote active learning will understand the need for forms of assessment and evaluation that do not simply require the regurgitation of information by students. An understanding of this ideal by teachers is crucial to the success of students.

# Recommendations for Kindergarten-Third Grade

## Description/Rationale

The K-Third grade social studies curriculum will lay a foundation for the social studies courses to follow and will cultivate in young students the desire to conserve and use resources wisely; work cooperatively with others; adapt to change and establish a sense of order and time; explore the concept of identity as well as cultural identity; encourage self-control and responsibility, and gain an initial understanding of how to resolve conflicts.

## Description of the Learner (K-Three)

Children between ages five and seven are in the preoperational stage of development, according to Piaget. They learn through active explorations and interactions with adults, other children, and materials. They begin to represent the world with words, images, and drawings. Children at this age focus on only part of an object or activity. They ignore the relationship among the various parts. They are still egocentric and need to be encouraged to share. They are beginning to recognize that a world exists independently of them.

## Goals for Grades K-Three

By the end of the third grade, students should be able to:

- explain how to use and conserve resources wisely
- give examples of interdependence
- understand adaptation as it relates to all types of changes, i.e. within the child's family, environment, etc.
- demonstrate an understanding of time and order and construct a simple timeline
- interpret and use maps and globes; locate and describe geographic features such as oceans, islands, mountains, etc.
- discuss the concept of identity and cultural identity as it applies to themselves and others
- exhibit self-control and responsibility
- resolve conflicts and work cooperatively

## Integrating the Thematic Framework for Grades K-Three

**Resources**

Students will:

K • discuss the need to use resources wisely.

1st • identify scarce resources.

2nd • explore agencies that conserve resources. (e.g., recycling center; businesses, etc.)
3rd • formulate and conduct a project that conserves resources.

**Interdependence**
Students will:
K • identify private and shared space.
1st • explore avenues for receiving support.
2nd • explore avenues for giving support.
3rd • carry out projects in the school and surrounding community where interdependence is required for success.

**Adaptation**
Students will:
K • discuss their place in time and how to adapt to personal changes.
1st • discuss environmental adaptation.
2nd • explore historical changes over time.
3rd • investigate and plan ways to adapt to unexpected occurrences.

**Identity/Culture**
Students will:
K • explore the concept of identity and cultural identity.
1st • discuss cultural similarities and differences among others.
2nd • learn about the history, language, folktales, stories, music and art of various cultures as selected by students.
3rd • plan and carry out cultural experiences.

**Citizenship/Social Action**
Students will:
K • explore self-control.
1st • explore action/consequence relationship.
2nd • explore concept of responsibility as it pertains to self and others, as well as in an historical context.
3rd • plan citizenship/social action projects.

**Conflict Resolution**
Students will:
K • discuss the importance of sharing and taking turns.
1st • explore the concept of compromise and negotiating.
2nd • discuss peacemakers and social activists.
3rd • utilize conflict resolution skills for K-3 students.

## Methods of Instruction

The needs and interests of young learners should be primary in whatever methods and activities are employed. Concepts need to be presented as concretely as possible with active learning opportunities. Interaction and talk are vital.

Young children need to begin learning geographic skills through the use of maps and globes. A simple timeline can be devised using a drawing of a dinosaur at the beginning of the time line to represent the prehistoric era and the drawing of a computer to represent modern times. They can "walk in the time of the event."
Children can learn simple note taking through the making of lists. They can interview others. They can organize information (grids/matrices).

Activities such as drawing (and other related art activities), role-playing (and related forms of pretending such as sociodrama), singing (and related forms of music), puppetry, and project-building can motivate children to think about others and the world around them.

The study of ordinary and well-known people within various cultures will aid students in thinking about their own culture and other people's culture. Literature (biographies, myths, folklore, historical fiction, non-fiction) will be heavily relied on in accomplishing this task.

## Suggested Units of Study for K-Three

- What are Fossil Fuels?
- How People Affect the Environment
- Hazardous Wastes and How to Dispose of Them Safely
- Characteristics of Ecosystems
- Cooperation versus Competition
- How My Family Depends on Me and How I Depend on My Family
- Equity and Fairness in the Global Community
- How Families Cope with Homelessness
- How Inventions Change our Lives
- Learning a New Language
- A Survey of Goods from Other Countries
- Respecting and Affirming Cultural Differences
- Boundaries, Visible and Invisible
- Traffic Signs and What They Mean
- Types of Volunteers and How to be One
- Respecting Private and Public Property
- What Rules and Whose Rules?
- Guns, Violence, and the Impact of TV
- Improving Communication Skills and Recognizing Communication Barriers

# Recommendations for Fourth Grade

## Description/Rationale

To develop a personal identity as a Hoosier, learners need to study Indiana's economic, political, and cultural development in the past, present and probable future. An introduction to Indiana history can provide students with an expanded understanding and appreciation of its cultural heritage, traditions, and change. Stories about Native Americans, early European explorers and settlers, later immigrants and pioneers in Indiana, and other political, economic and cultural figures, will help students to understand the diversity and historical complexity society. These contexts will enable students to construct knowledge that will be useful in their current and future roles as citizens.

The teacher may use an interdisciplinary approach to promote the integration of content across subject areas. Language arts, science, math, the arts, music and technology engage children in contextually rich multicultural experiences of Indiana's development. The daily lives of students and teachers will also provide relevant sources for the development of subject matters in grade four social studies.

## Goals for Grade Four

Students should be able to:

- describe Indiana and its relationship to national, regional, and world communities.
- focus on the influence of the past, present, and future.
- examine the distribution of human and natural resources.
- describe the influence of geography, economics, political science and development.

## Integrating the Thematic Framework for Grade Four

**Resources**

Students will:

- classify and identify the national regions and natural resources in Indiana; for example, climate, agricultural production, soil, animal life, major types of land forms, and transportation.

**Interdependence**

Students will:

- demonstrate an understanding of Indiana's economic, political, and cultural interdependence with the nation and the world.
- examine the interaction between individual and group behavior within the state and within community life.

**Adaptation**
Students will:

- discuss adaptation to environmental, historical, political, and economic change. For example, students can discuss how people in Indiana have adapted to and changed the environment, and how they have worked together to solve environmental problems.
- trace the historical movements which have led to the development of Indiana as a state. Particularly, Native Americans and early European explorers had a tremendous influence on Indiana's historical development.
- examine the changes in the state's economy and explain the change from an agricultural to a manufacturing to a service-based economy.

**Identity/Culture**
Students will:

- analyze the diverse cultural contributions that have influenced Indiana's heritage. For example, students will identify major cultural and ethnic groups in the past and the present that have contributed to Indiana's development.
- identify different cultures and customs and compare the similarities and differences in Indiana with those in neighboring states, as well as around the world.

**Citizenship/ Social Action**
Students will:

- understand the meaning of the term "Hoosier" and the achievements of "Hoosiers" as good citizens in the past and present.
- discuss the nature of a good citizen and his or her role in government. For example, students will identify the form of government in Indiana and its effects on the lives of the people in Indiana- particularly, how controversies are resolved in a democracy through the electoral process.
- develop a commitment to democratic principles through the practice of citizenship.
- participate in making appropriate group discussions in regard to class rules, group project, etc.

**Conflict Resolution**
Students will:

- examine conflicting interests, values, and beliefs throughout Indiana's development and describe ways that these conflicting concerns were resolved.
- give examples of how different values and beliefs may come into a democracy and demonstrate a democratic approach for resolving conflicts.

## Suggested Units of Study

- Early European Settlements
  - --French Settlements in Indiana
  - --English Settlements in Indiana
  - --Field Trip to the Historic Fort Wayne and Fort Ouiatenom
- Pioneers in Indiana
- Civil War in Indiana
- Cultural Conflicts/Conflict Resolution
- National Region and Natural Resources
- The Development of Industry
- The Achievements of "Hoosiers"
- Native Groups and Their Ways of Life
- Major Indian Nations, Miami, Potawatomi, Shawnee, and Delaware
- Indian Mounds
- American Revolution in Indiana
- Indiana Territory
- Cultural Conflict and Conflict Resolution in Indiana
- Ku Klux Klan in the 1920s
- Cultural Identity: The Study of the Amish
- Transportation in Indiana
- The Development of Industry in Indiana
- Elwood Hayness and His Influence on the Automobile Manufacturing Industry
- Indianapolis 500-mile Race (Indy 500)
- Natural Resources and Major Types of Land forms
- Forest, Lakes and Rives (Field Trips to Parks and Caves)
- The Change of Environment
- Air Pollution and Electric Power Planet
- The Preservation of Our Environment--Landfills and Recycling

# Recommendations for Fifth Grade

## Description/Rationale

Fifth grade social studies is based on the study of social issues. Through careful consideration of the issues of the day, students can become better critical thinkers, decision-makers, problem solvers, participants, and citizens. Inherent within the fifth grade social studies is the need for a social action component. Teachers should attempt to base units of study on areas of student interest, and the social action projects should grow from the students' interest in certain issues. Students should be encouraged, whenever possible, to contact students in other places by telephone, mail, or through the Internet, in order to find out how students around the globe are dealing with significant issues.

## Goals for Grade Five

Students should be able to:

- compare and contrast issues within Center County with issues of concern faced by people around the United States and the earth.
- develop and implement strategies for affecting issues locally, nationally, and internationally.
- understand the need for action and participation.
- actively learn that only through the intellectual processes of critically thinking and making decisions will action and participation solve problems.
- comprehend that the six curricular themes affect them, their families, their community, their country, and every aspect of the world around them.

## Integrating the Thematic Framework for Grade Five

### Resources

Students will:

- analyze the condition of the environment in Center County.
- identify and become involved with efforts to protect the environment locally.
- analyze the condition of the environment both in other cities within the United States, as well as in the United States as a whole.
- compare and contrast the information on the United States with the information on Center County.
- identify and analyze ways that students in other communities are involved in efforts to protect the environment.
- decide how local students can become involved in national efforts to protect the environment, and do so.
- analyze the condition of the environment across the globe.

- compare and contrast the condition of the environment globally with the condition of the environment in Center County.
- identify and analyze ways that students in other countries are involved in efforts to protect the environment.
- decide how local students can become involved in international efforts to protect the environment, and do so.

**Interdependence**
Students will:
- analyze Center County's relationship with other nations, economically, educationally, technologically, socially, politically.
- determine ways that states within the United States interact, politically, economically, and environmentally.
- identify ways that nations rely on each other politically, economically, environmentally, technologically, and socially.

**Adaptation**
Students will:
- identify characteristics of Centerville's adaptation to life as a small city rather than as a rural town.
- recognize how the people of the United States have adapted to technological, economic, environmental, social, and political change.
- develop theories depicting how people around the world will adapt to the future.

**Identity/Culture**
Students will:
- compare and contrast the condition (poverty, violence, where and how they live, role in community life) of children in Center County.
- analyze the condition of children in the United States.
- describe the condition of children as a group around the globe, as well as in several different specific locations on earth.

**Citizenship/Social Action**
Students will:
- identify the roles of local government bodies.
- determine and comprehend issues of local concern.
- explain how students can influence issues, both politically and personally.
- act on the initial three points.
- identify the roles of international non-profit organizations and determine and comprehend issues of international concern.

**Conflict Resolution**
Students will:
- identify the types of conflict they encounter with their peers and in school.
- analyze how these conflicts become resolved, as well as resources available to them to help resolve their conflicts.

- explain and put to use the process of peer mediation as a method to resolve problems.
- identify the types of conflict that occur at a national level (i.e. gang conflicts, racial disharmony).
- identify how these conflicts might become, or have been, resolved, as well as efforts to resolve them.
- develop a strategy to combat the issues identified at a national level.
- make efforts to implement their strategy.
- identify the types of conflict that occur internationally.
- identify how these conflicts might become resolved, and efforts to resolve them.
- describe the efforts of organizations involved in attempting to resolve international conflicts.
- hypothesize why conflicts occur.
- determine common denominators between the types of conflicts identified.

## Suggested Units of Study

(Inherent to all units should be an element of social action)

- The Environment and Efforts to Protect it
- Case Studies:
  - --PCB's in Center County
  - --Los Angeles
  - --The case of the former Soviet Union
- The issue of wealth (at home, in the U.S., and around the world)
- Case studies:
  - --Homelessness
  - --Hunger
  - --Poverty
- Centerville as a Member of the Global Economy - the how, what and why
- Adaptation in the United States and South Africa: Civil Rights and the Overthrow of Apartheid
- Our Changing World: Demographics in Center County, the U.S., and the World
- Violence Among Youth: A Part of our History, or a New Issue?
- What Does it Mean to Be a Citizen of the World?

# Recommendations for Sixth-Eighth Grades

## Content recommendations:

6th grade: World Studies: Asia and Oceania
7th grade: World Studies: Europe and Africa
8th grade: World Studies: The Americas

## Description/Rationale

The middle school social studies curriculum has been structured to allow teachers and students to explore the world in depth over a three year period. It is a multi-year World Studies course which draws upon all the social sciences, with a particular emphasis on geography, history, and current events.

Each region will be approached from a multi-disciplinary and/or interdisciplinary perspective. Students will be able to focus on what life is like in each region from a rich, comparative vantage point. By dividing the world into three major world regions, middle school teachers will not have to worry about having to "cover the entire world" in one year. Further, the convenient but otherwise arbitrary division of "Eastern Hemisphere" and "Western Hemisphere" courses is no longer a reality in today's global age. Students can engage in a substantive study of each of these regional sub-systems of the world and their relation to the world as a whole.

These particular regions (Asia and Oceania, Europe and Africa, and the Americas) were chosen based on geographical and historical reasons. The broad region of Asia, Australia and Oceania serves as a natural area of focus, with important political, economic, and environmental implications for the world in the coming decades. The interactions between Europe and Africa pose some striking areas of study: Trade during ancient times, European colonization and its historical and continuing influence on African cultures and civilizations, and present-day issues facing both Africa and Europe (such as ethnic rivalries and environmental challenges). The Americas are also interconnected through several ways across time and place: Indian civilizations developed simultaneously in North and South America, many of the foods purchased in American supermarkets are grown in Latin American countries, and the cutting down of the Amazon rain forests is believed to be affecting the polar ice caps of northern Canada. Thus, each of these regions serves as a focus of study for one year.

The Six Curricular Themes can be used to structure units and lessons for each of the three regions of the world. For example, the theme of Identity/Culture during the seventh grade course, "World Studies: Europe and Africa," could examine the influence of the French culture within Africa. As another illustration, the theme of Interdependence during the eighth grade course, "World Studies: The Americas" could describe the terrorism/drug connection between the United States and Latin

America. The themes, however, also provide flexibility in that they can be addressed to issues and problems on other levels as well: personal, community, state, national, and international.

For grades 6-8, each year will begin with two units for the region to be studied: A broad geographical study to familiarize students with the nations and major land forms, and a unit described as "A swift trip through time and place," which orients students to the major historical events. These introductory units will serve as a sound basis from which to draw upon throughout the entire year.

## Description of the Learner: 6th-8th Grades

Students' needs

Age 11 to 13 years, the period of early adolescence, is a time not only of inordinate vulnerability, but also of great responsiveness to environmental challenge. So it provides an exceptional change for constructive interventions that can have lifelong influence. The onset of adolescence is a critical period of biological and psychological change for the individual. There is a crucial need to help adolescents at this early age to acquire durable self-esteem, flexible and inquiring habits of mind, reliable and relatively close human relationships, a sense of belonging in a valued group, and a sense of usefulness in some way beyond the self. They need to find constructive expression of their inherent curiosity and exploratory energy; and they need a basis for making informed, deliberate decisions - especially on matters that have large consequences.

Students' intellectual development level

The young adolescent is maturing intellectually at a significant rate. Their thinking becomes increasingly abstract and multidimensional. They are now able to engage in comparative analyses across multiple sets of data, reason on the basis of differences among the data, and develop and test hypotheses through deductive analysis and the "test of the new case." These are powerful analytical processes that challenge students' interest and attention. But they are skills that must be supported by a wide variety of concrete instructional aids, maps, two-three-dimensional charts for organizing data, and timelines. With such aids, students will be able to make these critical comparisons and draw valid inferences. Because of these developing capabilities, students throughout early adolescence can consider a far wider sweep of human affairs.

## Goals for Grades 6-8

Students should be able to:

- name and locate on a map the countries of the area of study.
- gain an understanding of the historical background of a world region.
- describe the beliefs of people from various world regions.
- list problems which are presently facing a world region.
- discuss the relationship the U.S. has with a world region past/present.

- carry out and present to the class independent research on a topic of choice.
- propose solutions to real problems facing a world region.
- describe ways in which their lives may be affected by events in a world region.
- participate actively as a citizen in the community through a service-learning project.
- develop skills such as research, analysis and evaluation of data, deciphering between fact and opinion.
- identify major historical events and figures and their influence in a specific culture and the world.
- explain basic trends in world history.
- identify the relationship the U.S. has with the world.
- develop basic study skills: the skill to acquire information by listening, observing, using community resources, and reading various forms of literature and primary and secondary source materials; to interpret diagrams, graphs, charts, tables, pictures, and political cartoons; to analyze information by using computers, microfilm, and other electronic media; to organize and express ideas clearly in writing and in speaking.
- develop critical thinking skills and decision making skills including clarifying a problem, judging information, drawing conclusions and making decisions.

## Methods of Instruction

The key to instruction at this level is variety. Teachers will sometimes employ two or three modes of instruction during a single period. This may include: prepared and in-class readings from textbooks; readings from novels; analysis of graphs, tables, and maps; case studies; presentation of videos and filmstrips; computer simulations; research in the library; presentation of student work; quizzes and tests; use of guest speakers; Internet communications; use of the local newspaper; and mini-lectures by the instructor.

In addition, the teacher should model democratic principles in class and provide students with opportunities to be involved in decisions affected the class, including problem-solving and curricular considerations.

# Recommendations for Sixth Grade

## Description/Rationale

The sixth grade portion of the world studies curriculum focuses on Asia and Oceania. The initial focus will be on significant geographical features in Asia, Australia, and Oceania. This will include consideration of the various land forms, seas, climates, and resources that have a daily impact on life in these regions. Historical events are the second area of focus within the course, as a unit on "A Swift Trip Through Time and Place" provides students with a base of knowledge from which to consider other issues raised in the course.

The growing importance of Asia and the nations of the South Pacific cannot be denied, and it is the goal of this course to provide students with the opportunity to learn more about what has traditionally been a part of the world that is not studied in as much detail as it should be. Economic growth is a theme that must be considered as a serious factor influencing life in Asia, Australia, and Oceania today. It is also important that students understand the potential pitfalls of unchecked economic growth, as there is a growing gap between the developed and less developed nations of Asia and Oceania.

Students learning about Asia, Australia, and Oceania must be able to link their knowledge of other parts of the world to their United States citizenship. As the Asian-American population grows, a knowledge of Asia gains a new importance in American schools. The global links between the United States and Asia and Oceania will only grow stronger, and it is crucial to the education of students here that these students gain a knowledge and appreciation of the historical and contemporary relationships between these regions.

Ideas are of crucial importance given the growing use of technology to communicate globally, and being able to participate globally requires that students be able to understand and appreciate the cultures present in different regions of the world. Students must be familiar with Asian, Australian, and Oceanic cultures in order to be able to function efficiently within a global society. Furthermore, throughout Asia, the importance of religion as the fundamental basis of many cultures is paramount.

Decision-making, critical thinking, and problem solving skills can be fine-tuned and taught through efforts to familiarize students with the various aspects of life in the nations of Asia and Oceania. Reflection on issues of importance to peoples of Asia, Australia and Oceania through the use of the six curricular themes will render students better able to apply the skills necessary to function as global citizens.

## Goals for Grade Six

Students should be able to:
- identify major geographical features of Asia and Oceania, as well as be able to explain their connection to specific cultures.
- describe the relationship between the United States and countries within Oceania and Asia.
- compare and contrast cultural, national, political, economic, social, and technological conditions in various countries in Asia and Oceania.
- describe issues of concern to the peoples of Asia and Oceania.
- develop critical thinking, decision-making, and problem-solving skills.

## Integrating the Thematic Framework for Grade Six

**Balancing Resources**
Students will:
- recognize the conflict between the economic development and ecological problems in many of the nations of Asia and Oceania.
- propose, compare, and evaluate alternative uses of land and resources in Asia and Oceania.
- explore the significance of the sea to various nations in Oceania and Asia.

**Interdependence**
Students will:
- explain the economic relationships between several nations in Asia and Oceania and the United States.
- explore the relationships and tensions between national sovereignty and global interests with regard to such issues as territory, natural resources, trade, use of technology, and welfare of the people of Asia and Oceania.

**Adaptation**
Students will:
- identify ways in which people in Asia and Oceania have adapted to their environments and change; politically, socially, technologically, and economically.
- understand the dynamics of population growth in parts of Asia and Oceania.

**Identity/Culture**
Students will:
- identify cultural characteristics of Asia and Oceania (language, nationality, religion, etc.) and determine the effects of cultural contact among the societies of Asia and Oceania.
- compare similarities and differences in the ways that groups, societies, and cultures meet human needs and concerns.

**Citizenship/Social Action**
Students will:
- compare and contrast the relationship between civic responsibility and the political structures in various societies of Asia and Oceania.
- compare the citizen's role in the nations of Asia and Oceania with the citizen's role in the U.S.
- explain and analyze various forms of citizen action that influence public policy decisions.

**Conflict Resolution**
Students will:
- analyze examples of conflict, cooperation among groups, societies and nations in Asia and Oceania.

## Suggested Units of Study

- Geographic Features of Asia and Oceania
- History of Asia and Oceania
- Concerns Over the Sea: The Importance of the _____ Ocean to_____
- The Growth of Asian Economies and Its Effects
- Colonialism in Oceania: Past and Present
- Case Studies:
  - The Philippines - Independence
  - Japan
  - Colonialism in Asia
  - Australia - Settlement and Its Legacy
  - The Pacific Rim - Economic Growth
  - The Middle East and Islam: The Importance of Religion
- Nuclear Testing and Oceania
- Conflicts in the Middle East
- Korean War and its Relation to the U.S.
- Confucianism
- Islamic Culture

# Recommendations for Seventh Grade

## Description/Rationale

As a part of world studies courses, the purpose of this course is to help students understand European and African affairs comprehensively. This course pays special attention to the European and African affairs from three perspectives: inseparable characteristics of European and African affairs, interconnectedness between two regions and the rest of the world, and the global implication of European and African affairs for students' lives in America.

European studies are critical for understanding not only the importance of the U.S.-European relationship, but also the rapidly changing world politics. Traditionally, however, European studies have been merely centered on Western Civilization courses to identify general American heritage as an outgrowth of European history. On the other hand, African studies, as a part of non-Western studies, simply has been grafted onto what essentially remained a story of the Western world. Africa should not be disregarded in the sense that our world is increasingly globalized, and thus the problems of African people are no longer limited to only theirs in this world of interdependence. Thus, this course treats European and African studies as two parts among equals.

Through this course, students will be exposed to a variety of European and African cultures and ideas. Furthermore, they will understand not only the interconnectedness between the nations and peoples of Europe and Africa, but also the close relationship between the two regions and the other countries of the world including the U.S.

This course begins with a geographical survey of Europe and Africa. In this unit, students will be acquainted with land forms, climate, vegetation, and resources associated with its major geographic regions. In the second unit, "A Swift Trip Through Time and Place," students will identify major historical events of Europe and Africa, which will help students see the "big picture" of European and African changes. Then, through a thematic approach, students will have an opportunity to articulate their idea about historical and contemporary issues in Europe and Africa, and practice their problem solving and decision making skills.

## Goals for Grade Seven

Students should be able to:

- identify major geographical features of Europe and Africa and their connection with specific cultures.
- identify major historical events of Europe and Africa and their influence in a specific culture and the world.
- explain the interconnectedness of nations and peoples between Europe and Africa.

- explain the relationship the U.S. has with the nations and peoples of Europe and Africa.
- explore global issues in Europe and Africa.
- develop basic study skills: acquiring information by listening, observing, using community resources, and reading various forms of literature and primary and secondary source materials; interpreting diagrams, graphs, charts, tables, pictures, and political cartoons; analyzing information by using computers, microfilm, and other electronic media; organizing and expressing ideas clearly in writing and in speaking.
- develop critical thinking skills and decision making skills.

## Integrating the Thematic Framework for Grade Seven

**Resources**
Students will:
- recognize the conflict between the economic development and ecological problems in Europe and Africa.
- identify the historical origins of the gap between the more and less developed countries in Europe and Africa.
- propose, compare and evaluate alternative uses of land and resources in Europe and Africa.

**Interdependence**
Students will:
- explain the causes and consequences of the issues of Europe and Africa that affected the U.S. or the world, and explore causes, consequences and possible solutions to persistent, emerging issues of Europe and Africa that affect the U.S. or the world.
- describe and explain the relationships and tensions between national sovereignty and global interests, in such matters as territory, national resources, trade, use of technology, and welfare of people (using European and African societies).

**Adaptation**
Students will:
- identify ways in which people in Europe and Africa have used and adapted to their environments (housing, closing, modes of transportation, etc.) and their social, political, economical and technological change.

**Identity/Culture**
Students will:
- identify cultural characteristics of Europe and Africa (language, nationality, religion, etc.) and determine the effects of cultural contact among the societies of Europe and Africa.
- using cultures of Europe and Africa compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.

**Citizenship/Social Action**
Students will:
- compare and contrast the relationship between civic responsibility and the political structures in various societies of Europe and Africa
- compare the citizen's role in nations of Europe and Africa compare with the citizen's role in the U.S.
- explain and analyze various forms of citizen action that influence public policy decisions (using societies of Europe and Africa).

**Conflict Resolution**
Students will:
- analyze examples of conflict, cooperation among groups, societies and nations in Europe and Africa.

## Suggested Units of Study

- A Geographic Survey of Europe and Africa
- A Swift Trip through Time and Place: Europe and Africa
  --Ancient Civilization
  --Europe and Africa in Middle Ages and Early Modern Time (A.D. 500-1789)
  --Modern Europe and Africa
- World War I and World War II
- Nationalism in Russia and Africa
- Cold War
- Origin and Ideal of Democracy
- Comparative Governments (Democracy, Communism)
- Democratization of South Africa, East Europe and Russia
- European Union (European Community of Nations)
- The Industrial Revolution and Capitalism
- Development of Science and Technology
- Industry and Trade of Europe and Africa
- The Origin of the Gap between More and Less Developed Countries
- A Variety of Ethnic Groups and Cultures in Europe and Africa
- Women in Europe and Africa
- The Deforestation and Desertification in Africa
- Global Warming, Ocean Pollution, Acid Rain
- Nuclear Waste Disposal and Environmental Accidents(Chernobyl)
- Regional Conflicts of Europe and Africa
- Afro-Americans

In implementing this course, we suggest that a variety of student learning activities be used: activities such as drawing the maps that show the physical and economic features of Europe and Africa; European and African Time Line; Role play; Making the display(table) to identify diverse ethnic groups in Europe and Africa; Family tree; In-depth study: group project or individual project, etc.

# Recommendations for Eighth Grade

## Description/Rationale

A World Studies course designed specifically to focus on the Americas is an exciting way to examine the past, present, and future connections between nations and peoples of the Western Hemisphere. There are commonalities throughout the Americas: the descendants of the first "Indians" who crossed over the land bridge from Asia into what is now Alaska eventually traveled to the southern tip of South America; Indian civilizations developed in all regions; colonists from Britain, Spain, France, and Portugal had vested land interests from the Andes Mountains to the Hudson Bay; and as independent nations have been created in the Americas over the past 200 years, each has faced similar challenges.

Today, connections between the cultures and nations of the Americas are perhaps stronger than ever before. Cultural, linguistic, artistic, economic, environmental, and diplomatic ties are growing between the countries of the Western Hemisphere. The December 1994 Summit of the Americas emphasized such interdependence, which included discussions of a Pan-American trading bloc, coordination of drug enforcement agencies, and joint cooperation on environmental policy issues throughout the region. In addition, the Americas have several of the world's fastest growing cities, which will necessitate the sharing of ideas and resources to help each solve common problems brought on by the realities of rapid urban sprawl.

The U.S. is influenced by the nations and peoples of the region. Canada, long associated as the "friendly neighbor to the north," is an important trade and diplomatic partner. Yet, many Americans do not know much about Canada or its people. Further, America has strong Hispanic ties. For example, there are now over 17 million Spanish-speakers living in the U.S., many with relatives from all over Latin America. With these expanding links, it is possible that the U.S. will continue to be more "Latinized" in the future.

This course aims to expose students to the historical and contemporary connections within the Americas and to relate these to the rest of world. This will be done through chronological study of the history of the region and through integration of the content with the thematic framework.

## Goals for Grade Eight

Students should be able to:

- name and locate the countries of the Americas.
- describe the relationship between the U.S. and Canada.
- show historical and geographical connections throughout the Americas.

- seek out connections within the local community to others parts of the Americas.
- list common problems of the Americas and propose possible solutions.
- identify ways in which the Spanish culture has influenced the U.S.
- learn some basic words and phrases in Spanish.
- describe significant wars in the history of the Americas and identify present areas in which there are conflicts/crises.
- develop the skills of researching, critical thinking, analyzing and evaluating data, deciding between fact and opinion, and debating.

## Integrating the Thematic Framework for Grade Eight

**Resources**
Students will:
- examine how environmental issues affect the Americas.
- explore energy resources in the Americas.
- discuss the role of multinational corporations in Latin America.

**Interdependence**
Students will:
- compare how cultures of the Western Hemisphere have interacted and influenced each other.
- make predictions for the future of the Americas regarding interdependency.
- analyze the one crop economies throughout the region and discuss how they are connected with developed economies in North America.
- describe the drug connection between North and Latin America.

**Adaptation**
Students will:
- explore how the first Indians developed their civilizations in the Americas.
- examine farming in the Americas as a kind of adaptation to differences in climate, topography, and crop cultivation.
- discuss how new nations have formed over the past 200 years.
- describe patterns of immigration to the Americas in the 1800s and 1900s.

**Identity/Culture**
Students will:
- identify the significant role Spain had on shaping life in the Americas.
- examine how colonization in the Americas affected the way in which cultures developed.
- explore language issues in the Americas.
- examine other multicultural societies in the region.

**Citizenship/Social Action**
Students will:
- compare citizenship and civil rights in the Americas.
- examine citizen-based efforts for urban reform in the U.S. and Brazil.

- compare nationalism in the Americas during 1800-1825 with today.
- research the present-day U.S. movement for "English Only" laws and propose recommendations to local or state legislators.

**Conflict Resolution**
Students will:
- examine historical conflicts between Indians and colonists throughout the region.
- discuss recent wars/crises in the region.
- analyze conflicts in the Canadian Arctic over land and water rights.

## Suggested Units of Study

- Challenges of the Mega-cities in the Americas
- Class Disparities Across the Americas
- Health and Disease in the Americas
- A Case Study of Brazil: A Diverse, Dynamic Nation
- A Case Study of Panama: Gateway to the Pacific in Transition
- Pop Culture in the Americas: MTV, Movies, TV Shows, Music, and other Commonalities
- Transportation Between the Nations of the Americas
- Political/Economic Policies: The Center Doctrine of 1823 and NAFTA
- The Role of the Organization of American States
- History of North America: 1492-1800
- History of South America: 1000-1820
- Human Rights and Slavery in the Americas: Indians, Africans, Chinese Coolies and the Role of the Caribbean
- Terrorism in the Americas
- Separatist Sentiments: Santa Catarina State (Brazil) and Quebec
- The Latinization of the American South: How California, Texas, and Florida have Adapted to Waves of Latin American Immigrants
- Mestizos in the Americas: A Legacy of European/Indian Interaction
- The People of Puerto Rico: More Latin than American?
- Indians of Today in the Americas
- Brazilian Paulo Friere: Empowering "Peasants" through Education
- The Inuit of Northern Canada: Traditional Lives and Modern Challenges
- Miami: The New Center of the Americas

# Recommendations for Ninth-Tenth Grades

## Description/Rationale

This two-year American Studies course takes an interdisciplinary approach toward understanding the history and development of the U.S. The historical themes and events in America's past will incorporate the other social sciences, such as economics, political science, geography, and sociology. In addition, the lense of literature will also be used to heighten students' understanding of each period through reading autobiographies, speeches, and novels.

The content for the ninth and tenth grades will be divided into American history pre- and post-Civil War. Therefore, the ninth grade curriculum will focus on the origins of America up until the Civil War. The tenth grade focus will begin with Reconstruction and continue to present-day events. The content focus should be seen as an emphasis, however, and teachers should make an effort to connect current events with historical ones where appropriate.

Teachers can utilize a multi-level approach to U.S. history by examining certain periods of time with a local, state, regional, national, or global perspective. For example, the 1810's were a time of significant growth for many communities in Indiana. A teacher might be able to help students get a sense of what was happening on a national or global level during that time to provide a sense of comparison.

## Goals for Grades Nine-Ten

Students should be able to:
- identify the major events and issues in U.S. history
- demonstrate an understanding of significant themes throughout U.S. history
- develop critical thinking skills by examining alternative historical perspectives
- understand the development of the U.S. from a global perspective

## Integrating the Thematic Framework for Grades Nine-Ten

**Resources**

Students will:
- interpret interactive economic determiners, for the U. S. and the world.
- analyze how America has viewed and used its natural resources over time.

**Interdependence**
Students will:
- chronicle the rise and development of national and state political and social institutions, such as political parties, social programs and public schools.
- recognize the role of the U.S. in global affairs.

**Adaptation**
Students will:
- compare and contrast aspects of assimilation, isolation, and interdependence.
- understand the concepts of continuity and change within the U.S. over time.

**Identity/Culture**
Students will:
- distinguish the multiple voices which reflect America's multicultural history and show how this has shaped modern society
- identify influences which contributed to the creation of American culture.
- examine ways in which American culture has changed.

**Citizenship/Social Action**
Students will:
- discuss and define self as citizen in a democratic society.
- examine how aspects of citizenship in America have stayed constant or changed over time.
- propose a project to help others in the school or community to learn more about U.S. history.

**Conflict Resolution**
Students will:
- analyze the concepts of civil liberties, civil responsibilities, and social/political revolutions.
- describe the major conflicts the U.S. has been involved in and approaches it has taken to resolving them.

## Suggested Units of Study

- Early United States History: Changing Demographics
- The Development of the Common Law
- The creation of the Constitution
- Economic Concerns and Determiners
- Literary Selections: Gilded Age and Progressivism
- The Legacy of Slavery in America

- Civil War and the North/South Divide
- Early Colonies
- The Fontier in American History
- American Indian Nations and Cultures Before the American Revolution
- The American Revolution
- Westward Expansion
- A Nation of Immigrants: Change over Time
- Women in Our History
- Industrialism and Progress
- The Great Depression
- The Progressive Era
- World War I
- World War II
- The Cold War
- The U.S. Today

# Recommendations for Eleventh Grade

**Description/Rationale**

This course is designed to allow students to study major world civilizations, medieval and modern (500 A.D.-20th century), in a one-year course. A key component of this course is to link material learned about past civilizations with current world issues. By using such an approach, students will gain an understanding of the unique development of various civilizations and also some of the similar problems societies face across time.

The intent is not for students to be superficially exposed to a wide variety of historical civilizations and events, but rather to study a number of civilizations in depth and to understand core historical themes which arise. In order for the students to think of themselves as responsible citizens of community, state, nation, and, finally, world--the students ought to understand the foundations of the modern world.

**Goals for Grade Eleven**

Students should be able to:
- identify and characterize the major civilizations of the world since medieval times.
- recognize the historical determiners of the modern world.
- relate current world problems to their historical roots.
- compare the economic and political systems of major civilizations.
- describe the major religions and philosophies in the world and their influence on the development of civilizations.

**Integrating the Thematic Framework for Grade Eleven**

**Resources**
Students will:
- analyze how uses of resources helped to advance civilizations.
- discuss how the development of civilizations have affected the global environment.

**Interdependence**
Students will:
- recognize diverse religious and moral philosophies and social constructs.
- distinguish between major themes of political ideologies.
- identify examples of how world civilizations have been interdependent throughout history.

**Adaptation**
Students will:
- identify early survival and adaptation to climate and region.
- analyze and evaluate social and economic needs and desires.
- trace movement of peoples and conflict and interaction of societies.
- explore changing needs of societies relative to region/climate/ economic determiners.

**Identity/Culture**
Students will:
- broadly define universal characteristics of cultures.
- distinguish between various aspects of micro-cultures within macro-cultures.
- identify cultural factors, needs and values contributing to ideology and political philosophy as related to imperialism, revolutionary changes and evolving nation states.
- examine family structures and gender roles of early societies and cultures.

**Citizenship/Social Action**
Students will:
- define universal societal needs.
- explore the impact of cultural/social clashes.
- analyze the role of the citizen in different civilizations.

**Conflict Resolution**
Students will:
- explore the concept of group/social membership.
- identify clashes among civilizations, changes, developments.
- propose alternative approaches to significant conflicts in world history and their potential influence.

**Suggested Units of Study**

- Early Human Society--Early Earth and Climate.
- Early Civilizations--Regions, Topography, and Climate.
- Rivers and Roads to Discovery.
- Selected Literary Ballads, Ancient Poetry, and Epic.
- First Global Age -- Territories/Regions/Exploration, Trade Routes, Winds, and Ocean Currents.
- Development of Parliamentary Governments--Examination of Documents.
- Revolutions 1750-1914; Remapping the World; World Needs, Economic Exchange, Ideas Exchange.
- Culture, Art and Literature of the Time Periods and Civilizations Selected for Study.

- Focus Units on: Rome, China, Islam, Japan, and Medieval Europe
- World War I
- Totalitarianism in the 20th Century: Germany and Russia
- Nationalism Today
- Colonization and its Global Effects

# Recommendations for Twelfth Grade

**Courses**

- **Principles of American Democracy (one semester)**
- **Social Action (one semester)**

**Description/Rationale**

As the capstone to the K-12 social studies curriculum, two required courses are offered at the twelfth grade level. The first is entitled "Principles of American Democracy" (one semester). The other is called "Social Action" (one semester). In each, an emphasis is placed upon contemporary constitutional and legislative issues, and political concerns--local, state, national, and world.

Students can gain an understanding on one level of the principles of democracy, but until it is made relevant with direct experience, until they have to apply the democratic ideas to a real-life problem, until they can see how messy the democratic process is--it will only be academic knowledge. The first course, "Principles of American Democracy," is designed to invite students to participate in the never-ending debate in American life, "How can individual liberties be balanced with the common good of society?" Students will gain an understanding of how democracy operates in the U.S. and in other countries.

The "Social Action" component is designed to give students an opportunity to take action as citizens and directly incorporate ideas gleaned from the "Principles of American Democracy" course. The action will take shape as an inquiry project, decided upon by the students with guidance from the teacher.

Students begin by proposing to work on a project of interest to them (i.e. the need for a recycling center in the local community). Students then go through a process of defining a problem, gathering information, proposing potential solutions, gathering support from the community and working to implement real change. Throughout this process, the teacher will assist students in understanding how their efforts relate to citizenship in a participatory democracy. They will get a sense of the community and what participation in a democracy means and what could potentially happen if citizens do not participate. By pressing for a culminating activity which necessitates that students participate in the democratic process as citizens, it will work to buttress their knowledge of American democracy. An additional benefit may be to help them to clarify each students' civic commitment, to become informed citizens who take action.

**Goals for Grade Twelve**

Students should be able to:
- define democracy and the ways in which it impacts their lives.
- relate the federal, state, and local roles in a democracy.
- understand the role of citizenship plays in a democracy.
- propose a community-based project in which they exercise the principles of democracy.

**Integrating the Thematic Framework for Grade Twelve**

**Resources**
Students will:
- analyze current local, state, nation, world environmental concerns/issues.
- describe the multiple stakeholders in resource issues in the U.S. today.
- relate global energy use issues to local ones.

**Interdependence**
Students will:
- identify and explore issues of interdependence on various levels of government.
- explore versions of democracy in other countries.

**Adaptation**
Students will:
- identify and evaluate changes in democratic participatory government as the world moves from industrial to technological emphasis.
- show an understanding of the changes the constitution has undergone throughout U.S. History.

**Identity/Culture**
Students will:
- evaluate and compare political structures and principles.
- describe ways in which American culture reflects democratic ideals.

**Citizenship/Social Action**
Students will:
- explore citizenship responsibilities and societal needs in a democracy.
- practice their roles as citizens.

**Conflict Resolution**
Students will:
- interpret national social conflict issues and analyze legislative actions.
- describe how conflicts are addressed in a democratic society.

**Suggested Units of Study**

- Current Political and Social Concerns
- Alienation, Ethnocentrism, and Cultural Pluralism.
- Relative Selected Anglo and other Ethnic Literature.
- State and Local Government Functions in a Federal Democracy
- Our Legal System
- The Legislative and Executive Branches
- Comparative Governments
- Contemporary Global Issues in Government

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## A Demographic Look at Tomorrow

### The World in 2010

- India becomes the largest nation in the world, eclipsing China
- The population of the United States and its NATO allies decreases from 18% of the world's population to less than 10%
- Caucasians will represent about 10% of the total world population of 6 billion.

### The United States

- Immigrants, mostly from Asia and Latin America, made up more than one third of the nation's growth in the 1980s.
- By the year 2010, about 36% of school children will consist of Asians, Hispanics, or Native Americas. The Hispanic population alone will increase by 28.6% in the next ten years. Growth in other minority groups will similarly, though not as dramatically, outpace the growth in the White population.
- Mississippi, New Mexico, Hawaii, and the District of Columbia currently have a numerical majority of minority students enrolled in public schools. California, Texas, Maryland, South Carolina, and Louisiana will soon join that list.

### The United States Work Force

- By the year 2000, 85% of all new workers will be immigrants, women, and minorities. About 15% will be White males.
- In 1991, for every new job created for a computer programmer, 11 new jobs were created for clerks, 8 new jobs for food service workers, and 6 new jobs for janitorial/maintenance workers.

### Additional Social Trends

- Despite recent improvements, high dropout rates and academic achievement scores for minority groups are continuing problems.
- Although they will make up almost 90% of new entrants to tomorrow's labor force, minority groups are the population that is least well-served by the school today. These youth are underrepresented in the school programs that offer training required for high-growth jobs.
- Difficulties with desegregation, racism, and equal educational opportunity, the concerns that first produced the multicultural education movement, are still in evidence today.

Reference: Hodgkinson, H. (1992). A demographic look at tomorrow. Washington, D.C.: Institute for Educational Leadership and the Center for Demographic Policy.

**Notes from interview with Representative from Indiana State Department of Education**

1. Indiana Curriculum Proficiency Guide - Indiana does not have a state social studies curriculum. Rather, there is a 1987 publication entitled, *Indiana curriculum proficiency guide,* which has a section on social studies.

- This guide has been influential in social studies in Indiana; though it is primarily meant to provide recommendations for the teaching of social studies.
- The state DOE has tried to distribute the guide widely, though dissemination and training are still two major obstacles to its overall implementation.
- Indiana schools are free to design their own social studies curriculum.
- Most schools DO rely on the proficiency guide.
- Still, some social studies teacher in Indiana have never seen the guide.
- The performance-based accreditation process is tied to this publication in some ways (i.e. schools who come under review are asked to indicate in writing what they are using to organize their curriculum).
- The guide is currently undergoing revision. The revisions will be more teacher-friendly, with 9 content strands - related to the NCSS strands. A preview copy (K-8) will be sent to us; but it is not yet for public distribution.

2. Issues facing social studies in Indiana:

A. Political climate - In step with the national trends, there is a large consensus in Indiana to keep the curriculum under local control.

- Attempts are made by the state DOE to provide guides to schools and teachers; yet, how much guidance can be given without stepping over the line between state & local control?

B. Liberal/conservative camps - a fundamental difference in educational philosophy

- Education as the transmission of culture and knowledge OR
- Education as giving students the tools for thinking, reasoning, and decision-making
- Example: National History Standards (How much influence will they have on local level?)

C. Time and new uses of it in the schools (content in the context of schools)

- Block schedules
- Interdisciplinary blocks (particularly at the H.S. level)
- Integrated curriculum - what will it look like?
- New uses of time as it relates to "covering the content"

D. Workforce development initiatives and how it relates to schools

**Interview Protocol for Interviews with Social Studies Teachers in the Center County Community School Corporation**

1. The way I teach social studies is:

2. My personal goals for my students in social studies include:

3. I think the teaching of social studies at the ___ level should include: ( a related question is: What should social studies teach? How might this be evaluated?)

4. Some of my biggest concerns about the teaching of social studies at the ___ level are:

5. I use the following social studies resources: (also "What kinds of other resources do you still need?)

6. If I could change anything about the teaching of social studies at the ___ level, I would: (a related question is: What problems are there with the social studies curriculum you are using? goals/content/assumptions about the learner or society)

7. How do your students feel about social studies classes?

8. To what extent is there an international dimension in social studies classes in your school?

9. To what extent are there interdisciplinary linkages in social studies classes in your school?

10. What problems are there in Indiana that social studies classes might be able to address?

Interview with Second Grade Teacher
at a Local Elementary School
Fall, 1995

1. She teaches social studies thematically in the afternoons and refers to this time as "theme time" versus social studies or science time. Each month is a different theme. In September, they have a theme entitled: "Getting to Know You." (They talk about the body and the 5 senses.) In February, she does a theme entitled: "Our Country." During this month, her students learn something about Indiana, the states surrounding Indiana, the U.S. Capitol, the monuments in Washington, D.C., the Pledge of Allegiance, etc.

2. Her goals for her students are to know the 7 continents, the state and town they live in, the 1st President of the U.S. and the current one, what the flag means, and some basic geographical information.

3. She thinks the teaching of social studies at the 2nd grade level should include more than the topic of "neighborhoods," which is what her social studies textbook covers.

4. She is most concerned with the "lack" of social studies teaching - she believes that many teachers avoid teaching it. She is also concerned with students finding social studies boring.

5. She draws from the textbook for ideas, but uses her own activity packets, artifacts, etc. She feels the children get more excited with a broader view (themes). If they cannot read a textbook well, they easily turn off.

6. If she could change anything about the teaching of social studies, it would be to get rid of the textbook.

7. She feels her students are excited about social studies.

8. One of her units has to do with holidays around the world. Each month she teaches a different country and has introduced the children to places such as Israel, Mexico, Japan, Sweden, etc. Many of the holidays have a religious base, but she steers away from that and teaches the culture and the geography of the countries. The children also learn about the country's flag, sample some of its food, and learn a few words in that language. Occasionally, parents volunteer to talk about their own country.

9. K-1 classes have the same themes related to social studies. For example, currently the K-1 teachers have a "changes" program where children go traveling to different classrooms for 1 hour blocks. Each teacher teaches a different country. The children have a passport which is stamped when they leave the room. Besides countries, they have also changed rooms to talk about other themes such as "peace." Their "change" theme discussed

the changing of the seasons, solids and liquids, growth of 5-6 year olds. (Children brought in their baby photos, for example.)

10. Having taught out of state before coming to Indiana, her only complaint regarding the social studies textbook is that it focuses on "neighbors" for the whole year, and there are other things she would like to discuss with her students.

11. She evaluates the children by having them put an activity sheet, etc. into a folder each day. They are also given an occasional quiz and they get a grade for participation. She looks at all their work and then gives them a check, a check or a check minus.

12. The 5th grade in this school just put on a "state" fair a couple of weeks ago. Students studied a state in depth and then they set up posters, food, tables, etc., and parents and friends were invited to see it.

13. I asked her if she was concerned that with this thematic approach that children might cover the same material again in another grade. Her feeling was that each teacher teaches a theme somewhat differently so children will learn whatever they are studying more deeply.

Interview with Fourth Grade
Social Studies Teacher A
at a Local Elementary School
Fall, 1995

**1. The way I teach social studies is:**
- Simulations on prehistoric Native Americans and pioneers
- Kits-Kokomo Indiana Heritage Kit
  The resources I use the cards, idea tapes, cassette tapes, and packages
- Texts: geography and global education
- Understand history of our state and why people live here--historically
- Have skills such as--Reading maps, atlases, comparing and contrasting.

**3. I think that the teaching of social studies at the fourth level should include:**
- State history
- Regions of the World
- Geography skills
- Global awareness

**4. Some of my biggest concerns about teaching social studies at the fourth grade level are:**
- To allow students the chance to respond to what they learn
- To evaluate the events of history while still getting the skills needed for global and geographic education

**5. I use the following social studies resources:**
- MacGraw Hill Texts
- Kokomo Kit
- Interactive simulations
- Atlases and Maps

**6. If I could change anything about the teaching of social studies at the fourth grade level, I would:**
- I have nothing to change, except that I need more time.
- Need to incorporate more current events.

**7. How do students feel about social studies class?**
They are very excited by the simulations but seem to enjoy the easy structure of the Kokomo Kit and Text.

**8. To what extent is there an international dimension in social studies classes in your school?**
I have children from around the world, for example, China, Holland, and South Africa who bring their experiences to our social studies class.
I tried to apply their experiences to Indiana history, such as the French influence and African-American influence.

**9. To what extent are there interdisciplinary linkages in social studies classes in your school?**

- science, geography, math, social studies, language arts.

**10. What problems are there in Indiana that social studies class might be able to address?**

- Growth
- Changes
- Conflict
- Intolerance
- Racial problems
- Economic issues

Interview with Fourth Grade
Social Studies Teacher B
at a Local Elementary School
Fall, 1995

**1. The way I teach social studies is:**
I use the textbook "Indiana" (Macmillan, McGraw-Hill) which is part of our curriculum for 4th grade.
The students do various projects--constructions, posters, etc.

**2. My personal goals for my students in social studies include:**
An awareness of the history and geography of their home state.

**3. I think that the teaching of social studies at the fourth grade level should include:**
- Early Indiana--prehistoric, settlement
- Native American groups
- French settlement
- British influence in Indiana
- Geography of Indiana
- Products from Indiana--Natural and Manufactured

**4. Some of my biggest concerns about the teaching social studies at the fourth grade level are:**
I make information interesting and exciting!

**5. I use the following resources:**
- Textbook (already mentioned in #1)
- Various films on Native American, early Indiana
- Kokomo Kit

**6. If I could change anything about the teaching of social studies at the fourth grade level, I would:**
I like the text!!
More field trips would be great!

**7. How do your students feel about social studies class?**
They enjoy construction of projects.

**8. To what extent is there an international dimension in social studies class in your school?**
We have an International Expo at our school each spring. Each class studies a different country. My 4th grade studies Egypt. We all visit the other classes. At the end of this study we have an evening where parents and friends come to see out projects and presentation.

**9. To what extent are there interdisciplinary linkages in social studies classes in your school?**

- Reading--there is a lot of that!
- Math--reading graphs, longitude and latitude.
- Science--water, natural resources.

**10. What problems are there in Indiana that social studies classes might be able to address?**

Homelessness
Unemployment
Health problems--HIV
Prejudice

Interview with a Fifth Grade
Social Studies Teacher
at a Local Elementary School
Fall, 1995

**2. My personal goals for my students in social studies include:**

- To provide students with an understanding and awareness of the global education philosophy
- To provide students with an understanding that they are living in a global age
- To teach the students to learn to recognize and respect others and their cultures

**3. I think that the teaching and evaluation of social studies at the fifth grade level should include:**

- Evaluation should be project-oriented
- The projects should be shared with all students, so that they may learn from one another's projects
- The projects should allow the teacher to assess the student's ability to research
- Evaluation should involve looking at relationships, research, understanding of cause and effect relationships

**4. Some of my biggest concerns about the teaching social studies at the fifth level are:**

- Being forced to use the textbook and peripherals would be a big problem, as the teacher prefers to write her own curriculum
- The problem that arises out of this is that if we begin to tell teachers that they can teach anything they want, then there is no base of knowledge to draw on, and the students are "shortchanged"

**6. If I could change anything about the teaching of social studies at the fifth grade level, I would:**

- The stated curriculum is too "dumbed down," and this is why she writes her own curriculum
- The text assumes that the students are reading on a low level, which contributes to the idea that the curriculum is "dumbed down"

**7. How do students feel about social studies class?**

- The students love geography lessons and activities, especially when they get to work in pairs
- The students love class projects of all kinds
- The students hate reading the book and feel insulted by its assumptions about their reading abilities
- The students are tired of anthropology because they have to write so much

**8. To what extent is there an international dimension in social studies classes in your school?**

- Given that about one quarter of the students are international in the school where this teacher taught, there is more of an international dimension to everything there

**9. To what extent are there interdisciplinary linkages in social studies class in your school?**

- Literature is linked with social studies very consistently
- Science and the social studies are linked, when it is deemed appropriate
- Because the math students are ability grouped, math is not taught with other subjects through interdisciplinary units
- When and wherever global themes can be brought in, they are. This includes art and music classes

**10. What problems are there in Indiana that social studies classes might be able to address?**

- "Our insularity" - people in Indiana do not have much contact or experience of contact with other cultures
- The students are worried about war - they need to understand that they can try to stop people (kids) from fighting
- The students need to be taught how to solve problems without fighting; to realize that name-calling is a low priority concern

Interview with Social Studies Teacher A
at a Local Middle School
Fall, 1995

**1. The way I teach social studies is:**

Some lecture, some activities
7th grade - topic of study is "Eastern Hemisphere," what he considers to be "true social studies." They study cultures, societies, civilizations and religions. They tie their studies to what goes on in America.

8th grade - topic of study is U.S. History. He tries to bring in guest speakers, such as the "Junior Achievement" program, which prepares them for life outside of school. Some of the things them learn how to do through this program are: balancing checkbooks, how to apply for jobs and job interviews, the basics of the stock market (supply and demand), taste tests, and field trips to noteworthy places. Another thing they study is how the U.S. was founded, some of the problems, how they were created and solved.

More on U.S. History - wants his students to have a basic understanding of how the country began (the sacrifices made of the settlers the formation of the government; goes into detail about the writing of the Declaration of Independence and the Constitution; Civil War-they like it, slavery). With slavery he examines the history leading back to Africa-how the white man was originally not involved; most kids are shocked to know it went back that far. They learn about the worst of slavery, but they also learn that some slave owners were very kind, and taught their slaves to read and write, and took good care of them.

For current events, he has students watch the news on T.V. or read the paper over the weekend to know what is going on in the world and nation. Then on Monday morning they spend about 10 min. talking about it. During the past week, with the assassination of Rabin, most kids picked it up and they talked in class about, "What is an assassination?" and "Why might one occur?"

**2. My personal goals for my students in social studies include:**

"What we teach them tomorrow is just a temporary thing." A lot of what they teach is to prepare them for life; teach them discipline, responsibility, acceptance of your own performance.

12 years ago his goal was to have everyone "pass" his class.

**3. I think the teaching of social studies at the ___ level should include:**
[no real answer here]

**4. Some of my biggest concerns about the teaching of social studies at the ___ level are:**

He also has some kids who have very low reading levels. Some kids are several grades below grade level. They have some volunteers who come in to work with these students.

**5. I use the following social studies resources:**

Speakers, textbooks, newspapers, T.V., certain videos, he gives quizzes, tests, assigns research reports, and using more and more computers (plans to be hooked up to the Internet in the near future).

**6. If I could change anything about the teaching of social studies at the ___ level, I would:**

change the textbooks - they are simply not adequate. The principal in the building has given teachers the freedom to "go beyond" the textbook and use supplementary materials in place of it. When they are studying the U.S., there is only 2 pages of information on Indiana, so he must supplement heavily and focus on Indiana. He has students create their own projects by doing research on Indiana at libraries in their own school, the Center County Public Library, and even at a nearby university.

**7. How do your students feel about social studies classes?**

1/2 like it, 1/2 do not like it. A key goal for him is for students to appreciate the need for social studies and see how they can make an improvement from one 6 week grading period to the next.

At the end of every year, he does a survey where he asks students what they liked/did not like. He has learn a lot through this. He has adapted his teaching style based on this, in part. He does more overheads for lectures or gives them lecture notes, gives them opportunities to take tests with partners.

**8. To what extent is there an international dimension in social studies classes in your school?**

He invites guest speakers in to talk with his class, such as a Pakistani man and a Japanese woman.

**9. To what extent are there interdisciplinary linkages in social studies classes in your school?**

[There is a block of teachers who work with 100 or so of the same students, but for him there is not much sharing of information or building curriculum together, it seems. At least he did not mention any.]

**Other comments:**
He thinks most other social studies teachers in middle schools are textbook-based, and make changes in their curriculum based on who their students. are.

He also believes that teacher have their own strengths (his is geography).

He feels as a teacher he has to know what's happening in the lives of the teenagers. To be compassionate is important. If students do not have their homework done, he needs to understand the circumstances and evaluate each situation separately.

RE: Indiana State Proficiency Guide - They look at it, they use it and cover the basics in their own way. He is evaluated by the principal each year (and can waive this evaluation by taking responsibility for a special project - this year his is getting connectivity for the Internet).

Interview with Social Studies Teacher B
at a Local Middle School
Fall, 1995

**1. The way I teach social studies is: (focusing primarily on methods of instruction)**
When he first started teaching, he lectured the whole time, emphasizing note-taking--because that is what he learned in his history classes in college.

Uses a variety of methods and changes them constantly. Students attention span is very short and it is difficult for them to sit still for very long. So, he arranges to have several activities within one class period.

He teaches a seventh grade class on "Eastern Hemisphere" In this class he gives students some control of the classroom, allowing them to have more choices. However, a lot of kids do not care and are not worried about their grades, etc...

8th grade "Humanities" class (considered advanced). For the Humanities, he uses a lot more student participation, giving them choices for what they do in class, allowing them to do research on their own and then teach the material to the class, having classmates take notes from each other for the test (students even write some questions for the tests).

**2. My personal goals for my students in social studies include:**
Tries to give students multiple opportunities for success (to do well). He believes content is secondary to developing skills (research, critical thinking, being able to decipher between fact and opinion; analyzing and evaluating data, arguments).

"7th graders won't remember the content from the class. 8th graders will get U.S. History in high school, anyway."

They cover some elements of citizenship, mostly through a study of the Constitution and the political process. He believes you create good citizens if you have good thinkers and they make good decisions. As an example, he does one unit on basic rights, justice and themes of justice more from a philosophical/ethical standpoint.

**5. I use the following social studies resources:**
filmstrips, computer simulations (a game called, "Civilization" - which looks at factors which go into developing a civilization), research in the media center (library research), later they write papers based on their own research; videos (i.e. he is planning to tape a PBS program on "protest and dissent" to be used in a future unit).

He also uses some novels for his classes:
7th grade - 1984, Dune (for its emphasis on civilization, the environment, and beliefs), and Animal Farm (for the political process)
8th grade - independent reading linked with the English classes.

**6. If I could change anything about the teaching of social studies at the ___ level, I would:**
He says he is always adapting, changing things.

**7. How do your students feel about social studies classes?**
7th graders base their judgments of the classes on whether or not they like their teachers. Generally, though, they are pretty happy and interested. They like having classmates do the teacher and making up quizzes. 8th graders find the classes pretty interpreting too. They like the active approach, the freedom, and the choices. History classes are the most boring, because students need to learn information for the standardized testing.

He finds the biggest compliment of all when his students tell him they used to hate social studies and now they like it.

**8. To what extent is there an international dimension in social studies classes in your school?**
7th - Non-Western world (global in scope; tie things to their own worlds)
8th - tied to U.S. History; the world at large, but more from an American perspective.

He says students do not get much "international information" from the media; many knew about Rabin, but some did not. Most do not intentionally watch the news.

**9. To what extent are there interdisciplinary linkages in social studies classes in your school?**
The classes are part of a block of teachers (social studies, Science, Math, English) and they share their syllabi with each other.

7th grade - quite a bit of interdisciplinary linkages, especially with science and English. They read Jurassic Park - which is a hit - and focus on the environment. This interdisciplinary arrangement is facilitated by the teachers having a common preparation period.

8th grade - While they are studying about the U.S. Constitution, students read the book, Twelve Angry Men, and discuss justice in both classes.

**10. What problems are there in Indiana that social studies classes might be able to address?**
He sees that his class helps problems in the local community by having his students learn how to think critically and make good decisions.

## Social Studies Curriculum Questionnaire

Centerville High Schools

*Select the word/phrase at right that most nearly applies:*

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| Traditional teacher-centered instruction should dominate most classroom instruction in social studies. | | | | ✓ | |
| Social studies teachers should consider themselves predominantly as facilitators of learning. | | | | ✓ | |
| The textbook is the main instructional source utilized by in history classes. | | | | ✓ | |
| Books, films videotapes, computer software, and people are available resources in our social studies classrooms. | ✓ | | | | |
| Many of the issues explored in social studies are not clear cut and involve a variety of perspectives. | ✓ | | | | |
| The social studies classrooms are well suited for teaching critical thinking skills. | ✓ | | | | |
| Our social studies program should more fully support instruction that enables learners to utilize several disciplines simultaneously. | ✓ | | | | |

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| A social studies program should employ a global approach to learning with emphasis on the student as member of the world community. | | ✓ | | | |
| Our social studies program should emphasize multi-culturalism to a greater extent. | | | | ✓ | |
| Social studies programs gain focus and inter-connectedness among the disciplines when themes are used as focal points of curriculum study. | | | ✓ | | |
| Cooperative learning is used in the majority of our social studies classrooms. | | ✓ | | | |
| Social studies instruction should relate to the students' lives. | | | | ✓ | |
| Centerville's social problems carry over into our classrooms and affect student learning. | ✓ | Hell | | | |
| Local social issues should be more fully addressed in our social studies curriculum. | | | ✓ | | |
| Sociology is an important area of study for secondary students. | | | ✓ | | |

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| Study units in world history should emphasize those cultures and civilizations that have most profoundly impacted upon the world. | | ✓ | | | |
| Any culture or civilization may be a focus of study in world history since the emphasis should be on teaching problem solving and reflective thinking rather than on facts about a particular civilization's history. | | | ✓ | | |
| At least 2 years of world history should be required at the high school level. | | | ✓ | | |
| American history should be a two-year course of study. | | | ✓ | | |
| Geography should be incorporated into all social studies courses. | ✓ | | | | |
| One year of geography study should be required of all secondary students. | | | ✓ | | |
| Economics should be an elective course. | | | | ✓ | |
| Keeping a process portfolio--evidence of student learning including selected works--on each student would be feasible. | | | ✓ | | |

**Additional comments welcomed------**

Implementing the following changes would improve Centerville social studies program:

Changes can only follow a clear articulation of what we want students to know & be able to do — We need to look at a 12-K outcomes & expectation model — Otherwise changes are just changes Assessment needs to be designed to determine - how well "they know & can do" —

## Social Studies Curriculum Questionnaire

Centerville High Schools

*Select the word/phrase at right that most nearly applies:*

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| Traditional teacher-centered instruction should dominate most classroom instruction in social studies. | | | | | ✓ |
| Social studies teachers should consider themselves predominantly as facilitators of learning. | ✓ | | | | |
| The textbook is the main instructional source utilized by in history classes. ? | | ✓ | | | |
| Books, films videotapes, computer software, and people are available resources in our social studies classrooms. | ✓ | | | | |
| Many of the issues explored in social studies are not clear cut and involve a variety of perspectives. | ✓ | | | | |
| The social studies classrooms are well suited for teaching critical thinking skills. | ✓ | | | | |
| Our social studies program should more fully support instruction that enables learners to utilize several disciplines simultaneously. | ✓ | | | | |

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| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| A social studies program should employ a global approach to learning with emphasis on the student as member of the world community. | ✓ | | | | |
| Our social studies program should emphasize multi-culturalism to a greater extent. | ✓ | | | | |
| Social studies programs gain focus and inter-connectedness among the disciplines when themes are used as focal points of curriculum study. | | ✓ | | | |
| Cooperative learning is used in the majority of our social studies classrooms. | | ✓ | | | |
| Social studies instruction should relate to the students' lives. | | ✓ | | | |
| Centerville 's social problems carry over into our classrooms and affect student learning. | | ✓ | | | |
| Local social issues should be more fully addressed in our social studies curriculum. | | ✓ | | | |
| Sociology is an important area of study for secondary students. | ✓ | | | | |

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| Study units in world history should emphasize those cultures and civilizations that have most profoundly impacted upon the world. | | | | ✓ | |
| Any culture or civilization may be a focus of study in world history since the emphasis should be on teaching problem solving and reflective thinking rather than on facts about a particular civilization's history. | | | ✓ | | |
| At least 2 years of world history should be required at the high school level. | | | | ✓ | |
| American history should be a two-year course of study. | | | ✓ | | |
| Geography should be incorporated into all social studies courses. | ✓ | | | | |
| One year of geography study should be required of all secondary students. | ✓ | | | | |
| Economics should be an elective course. | | | | | ✓ |
| Keeping a process portfolio--evidence of student learning including selected works--on each student would be feasible. | | ✓ | | | |

might be cumbersome but it would be desirable

**Additional comments welcomed-----**

Implementing the following changes would improve Centerville social studies program:

1) Agreeing to scope and sequence
2) An organized K-12 Social Studies Curriculum



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